

Certified and Non-certified EFL Teachers' Self Efficacy toward the Teaching in Indonesia

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Abstract— The objective of this research was to find out (1) whether or not there is any difference of self efficacy between certified and non certified EFL teachers and (2) whether or not their efficacies have the effect on teaching. The writer used quantitative approach by applying an explanatory survey method. In this research, the writer used two kinds of instruments, they were Teacher Efficacy Scale (TES) and Questionnaire of Teaching Ability. The results of this research showed that: (1) There is no difference of self efficacy between certified and non-certified EFL teachers (2) There is no difference of self efficacy effect between certified and non certified teachers toward teaching. Furtherly, there is no influence of certified EFL teachers' self efficacy towards their teachings ability and for the non-certified teachers showed that there is no influence of non-certified EFL teachers' self efficacy towards their teachings ability.

Keywords— teaching, certified EFL teachers, certification program in Indonesia, EFL teachers' self efficacy,

I. INTRODUCTION

TEACHING English as a Second Language (TESL) refers to teaching English to students whose first language is not English, usually offered in a region where English is the dominant language and natural English language immersion situations to be plentiful. In contrast, teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English, usually in a region where English is not the dominant language and natural English language immersion situations are apt to be few.

In Indonesia, English is positioned as a Foreign Language. It is being taught in schools and being examined as a national examination, so English as a foreign language places as an important subject taught in schools. Hence, English is not an easy subject for most of students. The teacher who teaches English must not only have to be trained but also some psychological sense to teach it in a good way to the students.

Teachers with high levels of *self efficacy* have a strong academic and people orientation (Dembo & Gibson, 1985;

Kinzie, 1991 in Romeo, 2010). Teachers with a high sense of efficacy feel a personal accomplishment, have high

expectations for students, feel responsibility for students

learning, have strategies for achieving objectives, a positive attitude about teaching and believe they can influence students learning. Teachers who perceive themselves efficacious will spend more time on students learning, support students in their goals and reinforce intrinsic motivation (Bandura, 1993, p. 140). Therefore, a strong sense of efficacy enhances human accomplishment and personal well-being in many ways, include teaching. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. In contrast, people who are doubt of their capabilities, shy away from difficult tasks which they view as personal threats, have low aspirations and weak commitment to the goals they choose to pursue. To simplify, self efficacy plays a vital role for teachers in order to achieve a good teaching process.

Further, how is the condition of teacher in Indonesia especially for the EFL teachers in Kolaka? Regarding to the teachers' certification held by government, these passing years, how good teaching and learning process in class done by teacher? How good teachers' quality progress after this certification being held?

Teachers have an important role in pupil academic achievement. Studies in different countries find that qualified teachers are a major determinant of student achievement (Darling-Hammond, 2000, OECD, 2001 in Fahmi, 2011). OECD study (2001), for example, concluded that the ability of education and training systems to respond to growing expectation from the society for a better education for their people depends on whether teachers have the ability to deliver the educational content in ways that meet this growing expectation. It is quite common to find that the focus of educational policy makers is to increase teachers' quality. This will ensure that teachers' qualification is adequate while at the same time improving the teachers' salaries and working conditions. This in turn will attract best people into the profession. Teacher certification is an attempt to reach these ends. In Indonesia, a nation-wide program of teacher certification was started in 2006 with a target of certifying around 2.3 million elementary and secondary teachers in 2015. With this large-scaled certification program, all teachers in Indonesia will eventually be certified by 2015. Hence, this study will explore how is the condition of EFL teacher who have

been certified and not being certified yet in teaching English at high school.

II. LITERATURE REVIEW

A. Self Efficacy

Self efficacy influences how people think and feel (Bandura, 1997). Self efficacy beliefs determine the courses of action one chooses, how much effort to expend with difficult tasks, and how much stress and depression experienced while coping with taxing demands (Bandura, 1993). It helps persons to persist in the face of adversity, rebound from setbacks, and perceive threats as opportunities (Bandura, 1997). Individuals who are high in self efficacy appear undaunted by stressful situations (Bandura, 1997).

Research provides strong empirical supply for the fact that self efficacy is a powerful predictor of behavior (Bandura, 1997). The theoretical foundation of self efficacy is founded in social cognitive theory, developed by performer APA president and current Stanford professor Albert Bandura. In Social cognitive theory assumes that people are capable of human agency, or intentional pursuit of courses of action, and that such agency operates in a process called triadic reciprocal causation. Reciprocal causation is a multi-directional model suggesting that our agency results in future behavior as a function of three interrelated forces: environmental influences, our behavior, and internal personal factors such as cognitive, affective, and biological processes (Henson, 2001).

In short, self efficacy theory is a common theme in current views of motivation, primarily because of its predictive power and application for practically any behavioral task. Based on social cognitive theory perspective, it can be underlined that human agency is mediated by their efficaciousness, self efficacy belief influences humans' choice, humans' effort, humans' persistence when facing adversity, and their emotions.

Self efficacy is grounded in a larger theoretical framework known as social cognitive theory, which suggests that human achievement depends on interactions between one's behaviors, personal factors such as thoughts and beliefs and environmental conditions (Bandura, 1986, 1997, as cited in Henson, 2001). Individuals form their efficacy beliefs by interpreting information mostly from four sources: mastery experiences, social modeling, social persuasion, and physiological and emotional states (Bandura, 1997).

Enactive mastery experiences are the most effective source of efficacy information (Bandura, 1997) because they directly involve the individual successfully completing a task that provides direct feedback. Successes raise mastery expectations; repeated failures lower them. Efficacy beliefs are strengthened substantially on difficult and challenging tasks or when success is achieved early in learning rather than on easy, unimportant tasks. Failures readily discourage the accomplishment of easy tasks. Thus, failure undermines efficacy beliefs (Bandura, 1997).

Modeling builds efficacy through observation and social

comparison. Through observation, people learn effective strategies for managing difficult situations. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed. By the same token, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models. The greater the assumed similarity the more persuasive are the models' successes and failures. If people see the models as very different from themselves their perceived self-efficacy is not much influenced by the models' behavior and the results it produces.

This is a third way of strengthening peoples' beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that persuasive boosts in perceived self efficacy leads people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy. Through social comparison, people see similar others succeed as a result of sustained effort and may experience an increase in their beliefs about their own capabilities (i.e., "If s/he can do it, I can too."). People receiving realistic encouragement are more likely to exert greater effort and become successful. When confronted with a task, people interpret their emotional arousal and physical tension as predictors of poor performance. Information about the capabilities delivered verbally by an influential person is usually used to convince someone that he is quite capable of doing a task.

Mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived self efficacy, despondent mood diminishes it. The fourth way of modifying self-beliefs of efficacy is to reduce peoples' stress reactions and alter their negative emotional proclivities and disinterpretations of their physical states. It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance, whereas those who are best by self-doubts regard their arousal as a debilitator. Physiological indicators of efficacy play an especially influential role in health functioning and in athletic and other physical activities. Moreover, mastery experiences alone do not make an efficacy belief. They do not necessarily increase or decrease an individual's *self-efficacy*, according to Bandura (1994). Variability in one's efficacy beliefs comes from the cognitive processing of performances as well as what they convey about capability. It depends on what is made of those performances. Furthermore, Bandura (2006) has stressed that discriminative and sometimes biased cognitive processes transform all sources of efficacy information. It follows that efficacy beliefs evolve

not so much by an individual's mastery experiences and performances or through modeling and persuasion, but through interpreting and weighing the information derived from these experiences and performances (Bandura, 1997). According to Bandura (1997), the measurement of self efficacy owned by someone refers to three dimensions, namely: *Magnitude*, which is when someone believes a certain level of effort or action that he can do. *Strength* is a confidence in oneself that he can achieve in reaching a particular performance. *Generality*, defined as freedom from forms of self efficacy owned by someone else for use in different situations.

B. Factors Effect Self Efficacy

There are several factors that affect *self efficacy* for individual as Bandura listed, they are:

a) Culture

Culture influenced *self efficacy* by values, beliefs, and self regulatory process, as a function *self efficacy* source of assessment and also as consequence of the efficacy itself.

b) Gender

Gender differentiation also affects *self efficacy*. We can see in Bandura's research (1997) who stated that female have a higher *self efficacy* than male.

c) Task Complexity

Difficulties degree of task and giving more influences in judging their self skills. More complex task given, giving more chance to someone in judging themselves lower. In contrast, simpler task given, someone judges themselves higher.

d) External Incentive

Bandura (1993) stated that one factor to increase self efficacy is competence contingents incentive which is incentive given by others by giving a reflection to the successful of someone else.

e) Position and Role

Someone who has a high position will get degree of control is greater as high self efficacy. Then, someone who has a low position degree of control stated as low self efficacy.

f) Information of Self Skill

Someone with high self efficacy refers to getting positive information about his/her skill, whilst someone with low efficacy refers to getting negative information about their skill.

C. Teachers' Self Efficacy

The earliest reference to "teacher efficacy" in the Educational Resources Information Center (ERIC) system is a study by Barfield and Burlingame in which efficacy is defined as "a personality trait that enables one to deal effectively with the world" (1974, p. 10) in Shambugh (2008). Results from two studies published by Research and Development (RAND) support efficacy not as a trait but as a construct specific to given contexts. The teacher with a high sense of efficacy will utilize effective coping strategies, follow a problem-focused strategy and generate positive thought patterns (Bandura,

1997). Teachers with low self efficacy follow an emotion-focused problem-solving strategy, choose poor coping strategies, and harbor negative thought patterns (Bandura, 1997).

Teacher self efficacy is a specific construct about the self efficacy beliefs of teachers. However, self efficacy theory did not begin in the field of education but in the field of social learning theory. The discussion begins with Albert Bandura, social learning theorist. Consistent with the general formulation of Self-Efficacy, Tshcannen-Moran and Woolfolk Hoy in Henson (2001) defined teachers self efficacy as a teacher's judgment of his or her capabilities to bring about desired outcomes of students engagement and learning, even among those students who may be difficult or unmotivated. The study of teacher efficacy is a little over two decades old.

Historically, the Bandura (1997) and Rotter (1966) traditions have influenced the study of teacher efficacy. Unfortunately, researchers' interpretations of these theories have significantly muddled the efficacy waters as regards the theoretical formulation of teacher efficacy and the psychometric attempts to measure the construct. Teachers with high efficacy tend to experiment with methods of instruction, seek improved teaching methods, and experiment with the instructional materials. Then, how to know the level of efficacy that the teachers possess?

Three types of assessment processes are involved in forming efficacy beliefs. An efficacy judgment is a comprehensive assessment of capability that involves three steps: analysis of task requirements, attributional analysis of experience, and examination of self and setting (Gist & Mitchell: 1992) in Barnes (2000).

The analysis of task requirements produces inferences about what it takes to perform the particular task at various Levels, judging task difficulty and complexity, and the amount of time required. An attributional analysis of experiences seeks answers to why certain things happened in order to learn from them for future behavior (Gist & Mitchell: 1992) in Barnes (2000). When individuals examine self and setting, the individual assesses the availability of specific resources and constraints for performing the task. This assessment considers personal factors such as skill level, anxiety, mood, desire, and effort as well as situational factors that may alter future performance. This assessment is a process in which the individual weighs and integrates different sources of information to form self-efficacy (Bandura, 1997).

As there are three types of assessment, there are three dimensions to efficacy beliefs. *Self efficacy* beliefs vary on magnitude, generality, and strength that result in substantial performance ramifications (Bandura, 1997). Magnitude refers to the ordering of tasks or behaviors ranging from easy to difficulty that lead to the main task. Simpler tasks require only basic behaviors, which may not be sufficient for the same task at an increasingly difficult level. Generality refers to the extent that efficacy expectations about a particular task generalize or apply to different contexts. Strength refers to how certain one

is of succeeding at a particular task.

Teachers with high levels of *self efficacy* on the research of Gavora (2011) classifying these characteristics:

- a) frequently experiment with new teaching methods;
- b) have a tendency to be less critical of their students; are usually more supportive, both instructionally and emotionally;
- c) typically work longer with problematic pupils;
- d) are usually more enthusiastic;
- e) usually are more committed to the profession than other teachers;
- f) deal with the needs of low-ability students;
- g) exhibit greater levels of planning;
- h) tend to be more open to new ideas;
- i) use less teacher-directed whole-class instruction;
- j) adopt a more humanistic approach to the classroom.

D. Certified EFL Teachers

Teachers are one of the important elements that must exist after the students. If a teacher does not have a professional attitude in students, they would be difficult to grow and develop properly. This is because the teacher is one of the corner stone for the country in terms of education. With the professional and qualified teachers, this country will be able to print the quality of the nation as well. The key that must be possessed by every teacher is competence. Competence is a set of knowledge and teaching skills of teachers in carrying out his professional duties as a teacher so that the purpose of education can be achieved with either.

Meanwhile, competency standards contained in the regulations of the Minister of National Education regarding standards of academic qualifications and competence of teachers in which the regulation states that professional teachers should have 4 professional competence of teachers that pedagogical competence and personal competence, professional and social competence. 4 professional competence of the teacher must be owned by a teacher through professional education for one year.

Here it is the explanation 4 professional competence of teachers:

a) Pedagogic competence.

This competency concerns the ability of a teacher to understand the characteristics or capabilities of students through a variety of ways. The main way is by understanding the cognitive development of students through students, designed the study and implementation of learning and development evaluation of students learning outcomes at the same time.

b) Competence Personality.

This personal competence is one of personal ability to be possessed by professional teachers in a manner that reflects the personality of both you, be prudent and wise, be mature and dignified and noble character has to be a good example.

c) Professional Competence.

Professional competence is one of the elements that must

be owned by a teacher that is by mastering the learning material is broad and deep.

d) Social competence.

Social competence is one of the competencies that should be possessed by an educator through the proper way to communicate with students and the entire teaching force or also with the parents / guardians of students and the surrounding community.

As stated by Fahmi (2011), Teacher certification program, mandated by the Teacher Law, is one of the programs that the government of Indonesia has implemented to reform national education system. With it, government expects to boost teacher competencies, pedagogy, personality, social and professionalism. Basically, there are two types of teachers in Indonesia: in-service and pre-service teachers. The process for the former to get the certificate is relatively more convoluted than the latter.

The certification, as formally stated in the law that governs it, has the objective to increase the quality of education. One elemental part of the program is improving the remuneration of certified teachers as an incentive. Teacher certification program in Indonesia was mandated by the Law Number 14, year 2005 on Teachers and Lecturers (or the so called "Teachers Law"). The law is an effort by Indonesian government to improve the quality of education in Indonesia. On the other hand, there has been a changing concern from accessibility to quality issue in the educational sector in developing countries. The objective of the Teacher Law is to create good quality national teachers as they should have good competencies in pedagogy, teaching professionalism, personal character and social issues.

Learning from the past experiences, Indonesian government designs a teacher certification program to improve all aspects of teacher quality including competency, academic qualification, certification, welfare, and status and reward systems for teachers. The government believes that this program is the most comprehensive strategy for teacher quality improvement (MONE, 2009 in Fahmi: 2011).

III. RESEARCH OBJECTIVES

The objectives of this research is to find out whether or not there is any difference of self efficacy between certified and non-certified EFL teachers and to find out whether or not the certified and non-certified EFL teachers' self efficacy have the effect on teaching.

IV. RESEARCH HYPOTHESES

Based on the research questions above then the hypotheses can be formulated as follow:

RQ₁

H₁: There is difference of self efficacy between certified and non-certified EFL teachers (comparative hypothesis).

H₀: There is no difference of self efficacy between certified and non-certified EFL teachers (comparative hypothesis).

RQ₂

- H₁: There is effect of self efficacy of certified EFL teachers toward teaching (associative hypothesis)
H₀: There is no effect of self efficacy of certified EFL teachers toward teaching (associative hypothesis)
H₁: There is effect of self efficacy of non-certified EFL teachers toward teaching (associative hypothesis)
H₀: There is no effect of self efficacy of non-certified EFL teachers toward teaching (associative hypothesis)
H₁: There is difference of self efficacy effect between certified and non-certified EFL teachers toward teaching (comparative hypothesis).
H₀: There is no difference of self efficacy effect between certified and non-certified EFL teachers toward teaching (comparative hypothesis).

V. METHODOLOGY

This research used quantitative approach by applying an explanatory survey method. According to Bungin (2005), 'explanatory format aims to explain a generalization of sample toward its population or to explain correlation, difference or influence among variables', in this case is the self efficacy of certified and non-certified EFL teachers. Because the number of the population was only 75 which consisted of 41 certified EFL teachers and 34 Non-certified EFL teachers then the sample was all number of the population that consisted of 20 males and 21 females of certified EFL teacher and 14 males and 20 females of non-certified EFL teachers. Therefore, the total number of the sample was 75. The instrument was adopted from Bandura's used to classify the level of teachers' *self efficacy* that developed by Dembo and Gibson (1984) namely *The Teacher Self Efficacy Scale (TES)*.

VI. ANALYSIS

In analyzing the collected data, the researcher then identified and clasified the teachers' self efficacy on the characteristics. Based on the theory of two American authors, Gibson and Dembo (1984) in Gavora (2011) developed a questionnaire called *Teacher Efficacy Scale (TES)* which was intended to measure the construct. In this study, teacher's level of efficacy was determined in a questionnaire by computing a total score for their responses in 9 scales of Likert's.

In calculating the frequency, percentage, mean score, and deviation standard, the researcher used a formula based on the degree of attitude as it shown by the table 1.

TABLE I
THE RATING OF TEACHERS' SELF EFFICACY

Classification	Level of <i>Self Efficacy</i>
High	240 -270
Substantial	209-239
Moderate	178-208
Low	147-177
Very Low	116-146

A. Descriptive Statistic of Certified EFL Teachers

TABLE II
THE MEAN SCORE AND STANDARD OF DEVIATION

N	Valid	41
	Missing	0
Mean		202.0488
Std. Deviation		20.86259

The mean score of certified teachers is 202.05 and it means that the certified teachers are categorized in the level of moderate which is the indicator of interval between 178 - 208. The standard deviation is 20.86 with α equals to 0.5 or 5%. This indicates that the deviation of the data got by the certified teachers is in normal or good as it is shown by Fig. 1.

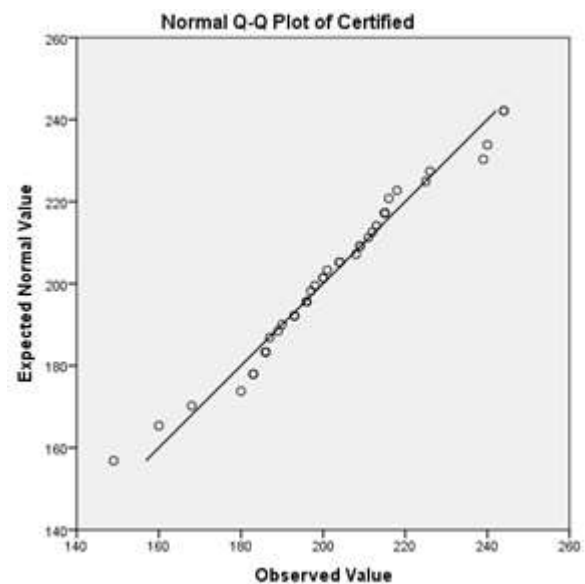
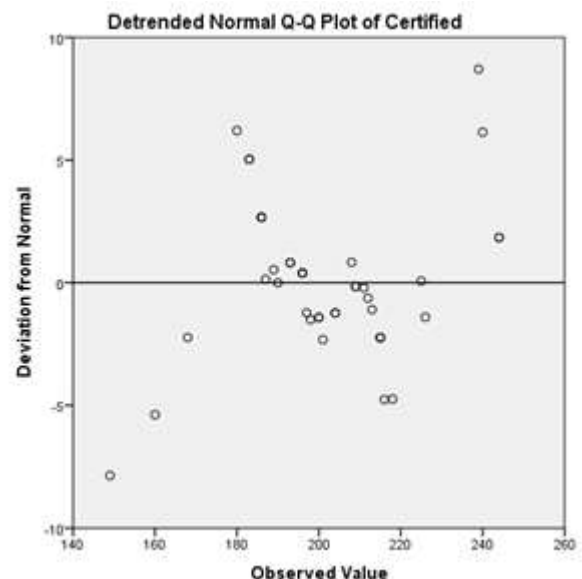


Fig. 1 Normal Q-Q Plot of Expectation



The deviation of the data comes near the normal line of the graphic. It means that from the total number of the respondent (41 samples) has good average deviation of 30 items of question.

B. Descriptive Statistic of Non-certified EFL Teachers

TABLE III
THE MEAN SCORE AND STANDARD OF DEVIATION

N	Valid	34
	Missing	0
Mean		203.2941
Std. Deviation		19.82122

The mean score of non-certified teachers is 203.29 as it is shown on the table. This means that non-certified teachers that consist of 34 respondents are in the level of moderate as the certified teachers. In other word, the point is in the interval between 178-208.

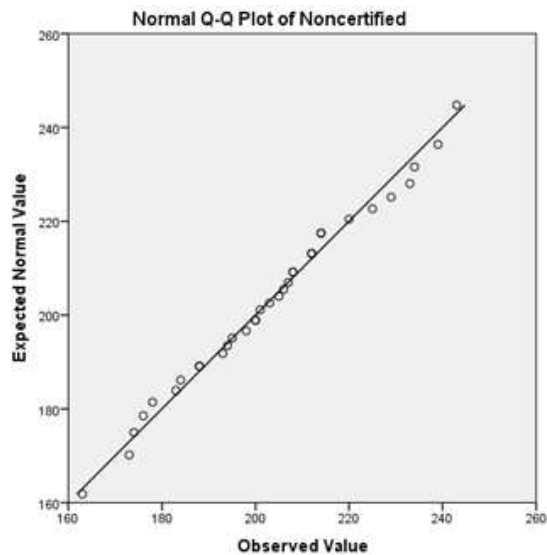


Fig. 3 Normal Q-Q Plot of Expectation

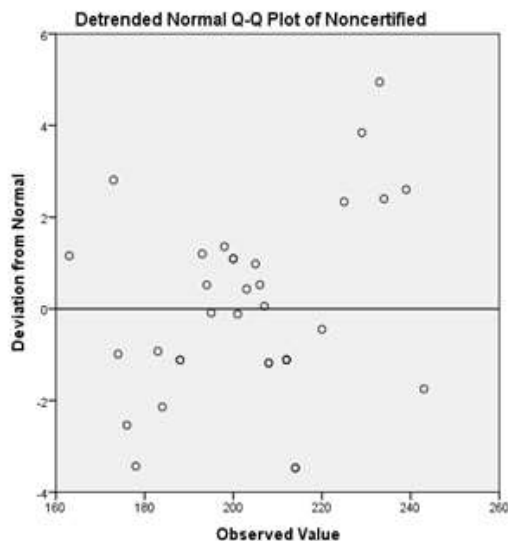


Fig. 4 Normal Q-Q Plot of Deviation

The standard deviation is 19.82 with α equals to 0.5 or 5%. This indicates that the deviation of the data got by non-certified teachers is in normal or good as shown by the statistic of plot above. In other word, from the total number of the respondent (34 samples) has good average deviation of 30 items of question.

C. Descriptive Statistic of Non-certified EFL Teachers

It is showing the frequency and percentage of the classification of the scale.

TABLE IV
THE FREQUENCY AND PERCENTAGE OF CERTIFIED TEACHERS

Class.	Interval	n	Freq	%
High	240 -270	41	3	7.32
Substantial	209-239	41	13	31.71
Moderate	178-208	41	22	53.66
Low	147-177	41	3	7.32
Very Low	116-146	41	0	0.00

The frequency tends to appear in the level *moderate*, it is 22 or 53.66% which is in the interval of 178-208. The *substantial* category follows as the second frequency, it is 13 which is the percentage of 31.71% in the interval of 209-239.

TABLE V
THE FREQUENCY AND PERCENTAGE OF NON-CERTIFIED TEACHERS

Class.	Interval	n	Freq	%
High	240 -270	34	1	2.94
Substantial	209-239	34	11	32.35
Moderate	178-208	34	21	61.76
Low	147-177	34	1	2.94
Very Low	116-146	34	0	0.00

The table shows that 61.76% of non-certified teachers is in the level of *moderate* category which is the frequency of 21 and in the interval of 178-208. The category of *substantial* is in the second position which is the interval of 209-239, it is 32.35% with the frequency of 11 times of appearance.

It seems that both certified and non-certified teachers has the same level of classification even though the total percentage is not same because it is only the difference of the number of respondent. It can be seen that the highest percentage of the variables above is at the same classification, it is moderate level. The next sub topic will discuss about the difference of self efficacy between certified and non-certified teachers as the first problem statement. The second problem statement will try

to answer whether or not the self efficacy of both certified and non-certified teachers has the effect on their teaching.

D. The Difference Self Efficacy

The result of t_{test} is compared to t_{table} with df is $n_1 + n_2 - 2 = 41 + 34 - 2 = 73$ where $\alpha = 5\%$ so t_{table} is 2.000. If t_{test} is less than t_{table} then H_0 is acceptable. In this count, t_{test} is less than t_{table} , it is $-0.5 < 2.0$ so H_0 is accepted and H_a is refused. This means that there is no difference of self efficacy between certified and non-certified EFL teachers.

TABLE VI
INDEPENDENT T-TEST

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result									
Equal variances assumed	.020	.887	-.263	73	.793	1.24534	4.73147	-10.67513	8.18446
Equal variances not assumed			-.264	71.618	.792	1.24534	4.70862	-10.63266	8.14198

The Independent T-test shows that the significance of the test is 0.887 which is more than alpha (α) degree 0.05. In other word, the H_0 is accepted and H_a is rejected, it means that there is no difference of self efficacy between certified and non-certified EFL teachers.

TABLE VII
GROUP STATISTIC

Group	N	Mean	Std. Deviation	Std. Error Mean
Result	1.00	41	202.0488	20.86259
	2.00	34	203.2941	19.82122

It is showing the table, Group 1 (certified EFL teachers) with the total number of respondent is 41 has a mean score that equals to 202.04 and it has good data distribution which SD equals to 20.86. Group 2 (non-certified EFL teachers) with the total number of respondents is 34 has a mean score which equals to 203.29 with the SD of 19.82 which means that the distribution of the data is good.

E. The Influence Certified and Non-certified EFL Teachers' Self Efficacy toward Teaching

It is showing the table that the correlation between teachers' self efficacy and their teachings. It shows that the R value (Guilford Qualification) is 0.099 where this value is at the *very low category* of correlation coefficient which is between 0.00 to 0.19. This means, there is no relationship between certified EFL teachers' self efficacy and their teachings.

TABLE VIII
THE CERTIFIED EFL TEACHERS' COEFFICIENT CORRELATION

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.099 ^a	.010	-.016	7.55984

a. Predictors: (Constant), X1

The table is showing the first description before going on to see the influence of X_1 towards Y_1 using simple regression. It is now to see whether or not self efficacy of certified EFL teachers has an effect on the teaching (X_1 towards Y_1).

TABLE IX
THE CERTIFIED EFL TEACHERS' SIGNIFICANCE VALUE OF REGRESSION

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	21.982	1	21.982	.385	.539 ^b
1 Residual	2228.896	39	57.151		
Total	2250.878	40			

a. Dependent Variable: Y1

b. Predictors: (Constant), X1

The table is showing the significant value of variable X_1 towards variable Y_1 which is the value equals to 0.539 with level of α equals to 0.05. As we can see that the significant value of the regression is bigger than the alpha (α); $0.539 > 0.05$ which means the H_0 is accepted and H_a is rejected or there is no influence of certified EFL teachers' self efficacy towards their teachings ability.

TABLE X
THE NON-CERTIFIED EFL TEACHERS' COEFFICIENT CORRELATION

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.236 ^a	.056	.026	5.79021

a. Predictors: (Constant), X2

The value of Guilford (r) is 0.236 as the table above shows. If it is based on Guilford coefficient of correlation then we can say that the correlation between non-certified EFL teachers' self efficacy toward teaching is at the level of *low category* which is in the interval of 0.20 to 0.39. This means that there is no relationship between both variables, but it is ironic to see that the category of both class of teachers is rather different; the certified EFL teachers are at the very low category while non-certified EFL teachers are at the level of low category.

TABLE XI
THE CERTIFIED EFL TEACHERS' SIGNIFICANCE VALUE OF REGRESSION
ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	63.534	1	63.534	1.895	.178 ^b
1 Residual	1072.849	32	33.527		
Total	1136.382	33			

a. Dependent Variable: Y2

b. Predictors: (Constant), X2

The table shows, the significant value of variable X₂ towards variable Y₂ which is the value equals to 0.178 with the level of α equals to 0.05. The significant value of the regression is bigger than the alpha (α); $0.178 > 0.05$ which means the H₀ is accepted and H_a is rejected or there is no influence of non-certified EFL teachers' self efficacy towards their teachings ability.

F. The Difference between Self efficacy Effect of Both Certified and Non-certified EFL Teachers

The result shows us the test of the H₀; There is no difference of self efficacy effect between certified and non-certified EFL teachers toward teaching (comparative hypothesis).

The result shows that the significance of the test is 0.076 which is more than alpha (α) degree 0.05. In other word, the H₀ is accepted and H_a is rejected, it means that there is no difference between self efficacy effect of both certified and non-certified EFL teachers toward teaching.

TABLE XII
INDEPENDENT T-TEST
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Teaching Equal variances assumed	3.233	.076	-.711	73	.479	-1.12410	1.58002	-4.27308	2.02487
Teaching Equal variances not assumed			-.728	72.779	.469	-1.12410	1.54444	-4.20233	1.95413

The table showing that the significance of the test is 0.076 which is more than alpha (α) degree 0.05. In other word, the H₀ is accepted and H_a is rejected, it means that there is no difference between self efficacy effect of both certified and non-certified EFL teachers toward teaching.

VII. DISCUSSION AND CONCLUSION

Fahmi (2011) stated "Teacher certification program, mandated by the Teacher Law, is one of the programs that the government of Indonesia has implemented to reform national education system". During years, Indonesian government is

trying to increase the professional competence of teachers such as Pedagogic Competence, Personality Competence, Professional Competence, and Social Competence. The concept is rather good since it is applied with the tight supervisions. It obvious to see that the program is only on the subject of making portfolio that is impressed as mere administrative, it is not about the core of its program itself.

The percentage of self efficacy between certified and non-certified EFL teachers seems to be same as shown on the table 5 that equals to 53.66% as stated as the highest or in the classification of Moderate while non-certified EFL teachers is 61.76% which is the highest percentage and in the classification of Moderate as well. The self efficacy believes that human has capability to trust in himself or herself that she or he is able to do something. This concept derives from the social cognitive theory that believes human agency is mediated by their efficaciousness. In other word, *self efficacy* belief influences humans' choice, humans' effort, humans' persistence when facing adversity, and their emotions. Based on this theory and if it is related to certification program, can be said that teachers who have been certified should be more much in having self efficacy than the non-certified. The fact that both certified and non-certified is same in self efficacy indicates that the certification program is wide of the mark in its implementation even though the concept is good. It is not about the percentage but it is more to what is the difference between both group of teachers toward their teachings.

It is now to see whether the certified and non-certified EFL teachers related to their self efficacy can affect on their teaching or not. The aim is to find out whether self efficacy of certified and non-certified EFL teachers have the effect on teaching. In answering this research question, then there were three steps to be done because the H₀ hypothesis was three to be examined. The first is to analysis whether or not self efficacy of certified EFL teachers has an effect on the teaching (X₁ towards Y₁). Secondly, to find out whether or not self efficacy of non-certified EFL teachers has an effect on the teaching (X₂ towards Y₂) and the last step is to compare whether or not the two classes of teachers' self efficacy has the difference in terms of their teaching. The first and second steps of analysis were using simple regression while the last step of analysis was using independent sample T-test.

It is not significantly different with the first research question where the analysis result is very proved to say how certification program does not run well if it is related to teachers' self efficacy.

If we point out from the relationship, it can be said that the non-certified teachers are rather well off than the certified teachers. It could be that the certified teachers are so focused on the quantity of salary they receive so that they are not so focused on teaching professionalism. It is different with the non-certified teachers who are still performing their teaching and trying to make it better even though with no certification.

As MONE (2009) in Fahmi (2011) said that the government believes that this program (certification, Ed) is the most

comprehensive strategy for teacher quality improvement. It might be right and it is, but the fact that the program is not implemented according to its concept has made the situation becomes far from expectation. No one can deny that some non-certified teachers do better in teaching than those who are certified. The non-certified teachers tend to be so harder in preparing their learning process and it although makes them for a certified status.

The result shows that self efficacy has no effect on teaching, it is said also to Bandura's, which is The teacher with a high sense of efficacy will utilize effective coping strategies, follow a problem-focused strategy and generate positive thought patterns (Bandura: 1997). Teachers with low self efficacy follow an emotion-focused problem-solving strategy, choose poor coping strategies, and harbor negative thought patterns (Bandura: 1997). As we can see that, both group of teachers did not gain high self efficacy they just in the level of moderate so that is why it has no effect on their teaching. Some factors may appear also, such as culture, orientation, gender, and we got to know that the condition of their environment are far from big city so in a limitation of facility and the access of information.

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